DOCUMENT RESUME

ED 225 789 RC 013 837

TITLE	Program Design.
INSTITUTION	United Tribes Educational Technical Center, Bismarck, N.D.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE	82
CONTRACT	300-82-0025
NOTE	26p.; For related documents, see RC 013 837-841.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Guides; American Indian Education; Coordination; *Evaluation Methods; Federal Programs; *Federal Regulation; Guidelines; Integrated Activities; Needs Assessment; *Organizational Objectives; *Program Design; *Records (Forms); School Districts
IDENTIFIERS	*Indian Education Act 1972 Title IV; Parent Committees

ABSTRACT

Regulations pertaining to project design of Title IV Indian Education Act projects are described in this guide. In addition to being helpful and giving each project a standard format to follow, the guide also includes examples of required and suggested forms. Each of the seven components of program design (needs, goals, objectives, activities, plans for administration, consultation, and coordination) are described/defined in detail. (AH)

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PROGRAM DESIGN

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The following material on Program Design was developed by Resource and Evaluation Center II, United Tribes Educational Technical Center, Bismarck, North Dakota. The contents of this programmatic guide were developed with financial assistance from the Office of Indian Education Programs, Department of Education, Contract number 300820025. However, the contents do not necessarily represent the position of policy of that agency and a reader should not infer endorsement by the Federal Government.

INDIAN EDUCATION ACT
Title IV, Part A, Entitlement Application

REGULATIONS PERTAINING TO PROJECT DESIGN

186a.22 Designing a project

(a) After the needs assessment is completed, an applicant shall determine which needs will be addressed and shall design a project to meet those needs

(b) In designing the project, the applicant shall seek to include activities, services, and materials that support and build upon the values, heritage, and traditions of the Indian community.

(c) The project design shall include–

(1) Objectives that are–
  (i) sharply defined;
  (ii) stated in measurable terms; and
  (iii) capable of being achieved within the project period;
(2) An activity plan, including a timeline, that clearly and realistically outlines the activities related to each objective;
(3) a plan for effective administration of the project;
(4) a plan for regular consultation with an involvement of the parent committee and the Indian community in the operation of the project and
(5) a plan for coordinating the project with other services and activities

P. L. 81-874, Section 305(b); 20 U.S.C., 241 del (b) (2).)

INTRODUCTION

Design is defined as a preconceived notion of something to be done, to include not only the thing itself but a method of accomplishing it with the means at hand.

The Federal Rules and Regulations requires a Program Design for Title IV projects based upon the required needs assessment which defines the needs of the population to be served.

Program Design for Title IV should be planned and designed cooperatively by the grantee and parent committee.

Program Design varies according to individual projects because needs and goals vary, also the size of entitlement will make a difference in designing and planning.

The following guideline will be helpful and give each project a standard format to follow. Also included are required and suggested forms.

DESIGNING A PROGRAM

What is Program Design? Design is specified as an important criteria in preparing Title IV projects. Design pertains to all Parts A, B, and C. The IEA Rules and Regulations clarify the necessity to relate various **components** within individual projects.

The Seven (7) Components of Program Design

1. NEEDS
2. GOALS
3. OBJECTIVES
4. ACTIVITIES
5. PLANS FOR ADMINISTRATION
6. CONSULTATION
7. COORDINATION

Program Design provides the blue print for the Activities occuring under your Title IV grant. It is the core of your program and based upon your **Needs Assessment.**

NOTE:

Rules and Regulations 186a.22 state: "After the Needs Assessment is completed, an applicant shall determine which needs will be addressed and shall design a project to meet those needs."

Needs Assessment is actually step one in Program Design. Needs Assessment is the justification of your Title IV program. Once needs have been identified **goals** are defined and your on your way to writing **objectives.**

FIRST THREE COMPONENTS

NEED-

What is my need?

GOAL-

What is my goal?

OBJECTIVE-

What specifically, do I want to do, by when and how will I do it?

DEFINITIONS

NEED

The difference between the way things actually are and the way you think they should be.

GOAL

A general statement of the intent or direction of the program which is based on the needs.

OBJECTIVE

A specific statement of the results expected the expected outcome.

Further Definition of Goals & Objectives

A. **Goals** should indicate "where" you want to be as a Community including:

1. General intent or direction of the program.
2. Areas of improvement or need you intend to address.
3. Reflection of philosophy and principles on which the program is based.

A goal statement is based on the needs statement. It uses general "concept" words like "understand", "appreciate", "learn", "gain access to."

B. **Objectives** are **specific statements** of what **results** we expect from the program. They should indicate **clearly** the **benefits** the **service population** will gain as a result of the project **Activities.**

- **OBJECTIVES USE SPECIFIC, CONCRETE WORDS.**

The Regulations state:

-Sharply defined
-Measurable
-Capable of being achieved within the project period

Sharply Defined-means clear; using specific, concrete words, not open to interpretation.

Characteristics of Measurable Objectives

Objectives are specific statements of the results expected. These outcomes should be specified as observable performances or behaviors. An objective should specify who, will do what, when, and how well.

The Characteristics

1. **Performance** - An objective should tell what the participants will do, or be able to do.
2. **Conditions** - An objective should describe the important conditions, if any, under which the performance will occur.
3. **Criteria** - An objective should state what is the acceptable level of performance. Criteria may include statements concerning the quality, quantity, and/or means of measuring the expected performance.
4. **Participants** - Who are the participants. An objective includes all participants affected by the objective, i.e., teachers, parents, parent committee members, etc.

REMEMBER

Capable of being achieved within the project period. -Be sure the objective(s) is realistic and reachable, ambitious, but reasonable.

*A sharply defined and measurable objective should answer the following questions:

1. Who?
2. Will do what?
3. When?
4. How well?

*Measurable objectives are to provide a description of an intended outcome rather than a description or summary of content.

Goal

To have a more active Parent Committee.

Objective

70% of the Parent Committee will attend a minimum of 4 annual meetings from September to May of the project year.

Activities:

1. Parent Committee chairperson will schedule four meetings with the Project Director at the beginning of the project year.

2. The Project Director will notify all Parent Committee members, LEA, and Community with a letter and agenda one week prior to date of meeting.

3. The LEA will present a budget balance sheet on quarterly basis at Parent Committee meetings.

4. The first annual Parent Committee meeting will include the external evaluator for planning purposes.

5. Project Director will present an informal quarterly report on activities for information and monitoring to the Parent Committee.

What are Activities?. . . The action steps needed to complete an objective.

> **NOTE:** The Rules and Regulations state: an activity plan including a timeline, that clearly and realistically outlines the activities related to each objective.

Objectives should not be confused with activities. Objectives and activities are integral components of project design, but they are distinctly different in the purpose and presentation.

> Objectives tell specifically what the service population will be able to do as a result of the project. Activities describe what efforts will be made to produce these results.
>
> Activities are the means to be used to achieve the results desired.

Activities serve a distinctly different function within the entire project plan or proposal. Here are some rules for writing good, effective activities:

Project activities will:

1. Move from general types of activities (teaching Indian culture, providing GED classes, developing curriculum) to specific duties and functions such as those appropriate to job descriptions.

2. Indicate how the means chosen are appropriate to the objectives and goals of the project; make sure you're not using a sledge hammer to drive a thumbtack, meaning to be realistic. If your objectives are a bit too ambitious, you may want to scale them down a little.

3. Give step-by-step procedures for carrying out each set of activities and how each objective will be achieved. Beginning dates and ending dates. A time line plan is important.

To avoid confusing objectives with activities, it might help to remember that objectives describe what students of the service population will achieve or be able to do. Activities tell what the project staff will do for the service population as part of the program. The activities section of the proposal should emphasize program criteria such as: adequacy of resources, community involvement, staff, commitment, and administrative capability.

Last Four Components

Definitions

Activities

The tasks to be done or service to be provided to achieve results.

Plans for Administration

The method of administration for the project, financial operation, etc.

Consultation

The planned procedures for ongoing involvement of the Parent Committee in the operation and evaluation of the project.

Coordination

The plan for coordinating project with other services and activities.

----------REVIEW I.E.P. FORMS----------

For the purpose and discussion of Design, Section 186a.21 Needs Assessment, 186a.22 Design, and 186.23 Evaluation will indicate how the strength, success, and viability of the project are dependent upon their relationship. The following projects show how each section overlap and interrelate. Design is based on Needs and Evaluation is conducted based upon the design.

186.21 NEEDS ASSESSMENT

Determine the priority needs to be addressed and design how they will be met including:

(a) activities
(b) services
(c) materials

Supportive and built upon values, heritage, and traditions of the Indian communities.

186.22 DESIGN

Objectives

(a) sharply defined
(b) states in measurable terms
(c) capable of being achieved within project period

Activity Plan:

-Time line which clearly and realistically outlines activities related to each objective
-Administrative/Management Plan
-Plan of consultation/involvement of parent committee and the Indian community in the operation of the project
-Plan for coordination of the project with other services and activities

186.23 EVALUATION

Plan of Evaluation:

(a) periodic monitoring of project progress
(b) objective, quantifiable method(s) for measuring educational achievement, to determine if the project meets each of its objectives.
(c) evaluation of the administration of the project
(d) involvement of parent committee in monitoring and evaluation activities
(e) consultation with parents of Indian children served by the project and with other members of the Indian community.

Provisions for an evaluator independent of the project:

(a) to assist in monitoring and evaluation activities
(b) conduct a final evaluation of the project

Evaluation Plan

The final step is to design an evaluation plan. Though **Evaluation** has not been mentioned as a major design consideration it is a logical extension of the program design.

NOTE: Rules and Regulation 186.23 states: "The applicant shall also develop as part of the project design an evaluation plan."

The Title IV conception of evaluation is based on the discrepancy model. At the beginning of the project, objectives are set and at the end of the project the actual outcomes are compared to these objectives. The project is considered to be successful in those areas where actual outcomes equal or exceed the objective. Negative discrepancies (i.e., where the actual outcome is less than the objective) indicate areas where the project has not been successful.

Many of the problems involved in conducting evaluations are related to deficiencies in project planning. Some of the greatest problems are due to desired outcomes which are not specified or are unclear. Designing a workable evaluation plan may improve a project by forcing those involved in planning the project to think carefully about the desired outcomes and how to translate the outcomes into measurable objectives.

Evaluation

A judgement of whether you accomplished what you set out to do.

DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF INDIAN EDUCATION PART A, TITLE IV, P.L. 92-318	PART IV - C ADMINISTRATION	FORM APPROVED FEDAC NO. R108 APP. EXP. 12/82

1. Describe briefly the method of administration for the project. An organizational chart or lines-of-authority chart would be appropriate (45 CFR 186a.25 (a) (8)):

2. Describe briefly the fiscal-control and fund-accounting procedures to be followed with respect to project funds (45 CFR 186a.25 (a) (11)):

DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF INDIAN EDUCATION PART A, TITLE IV, P.L. 92-318	PART IV - G PARENT COMMITTEE	FORM APPROVED APP. EXP. PAGE 1 OF 2

Section 186a.20 of the Part A regulations makes provisions for the selection of a parent committee.

1. Describe the procedures used to nominate and select the parent committee members:

2. Provide names, addresses, and telephone numbers of the parent committee officers, and the number of parents, teachers, and students on the committee.

Committee Officers		Committee Composition	
Office _____	Name _____	**Composition**	**Number**
	Address _____	Parents*	_____
	_____		
	Telephone _____	Teachers	_____
Office _____	Name _____		
	Address _____	Students	_____
	_____		
	Telephone _____		
Office _____	Name _____		
	Address _____		
	_____	Indians**	_____
	Telephone _____	Non-Indians	_____
Office _____	Name _____	*At least half of the committee members must be parents.	
	Address _____	**At least half of the committee members must be Indians.	
	_____		
	Telephone _____		

ED Form 736, 9/80

3. Describe (1) the plan for the ongoing involvement of the parent committee in the operation and evaluation of the project, and (2) policies and procedures related to the hiring of project staff. Include procedures for regular consultation with the committee.

I CERTIFY that the parent committee approves the application of which this form is a part.	PRINT OR TYPE NAME OF CHAIRMAN, INDIAN PARENT COMMITTEE:	DATE:
	SIGNATURE OF CHAIRMAN, INDIAN PARENT COMMITTEE:	

ED Form 736, 9/80

Additional Information

SUPPLEMENT TO E21
LEA AND PARENT COMMITTEE PROJECT INVOLVEMENT

LEA Responsibility	Timeline	Activity	Parent Committee Responsiblity	Timeline
		Parent Committee Selection		
		Parent Committee Duties		
		By-laws		
		Parent Committee Meetings		
		Policies/Procedures		
		506 Forms		
		Needs Assessment		
		Public Hearing		
		Project Design		
		Budget		
		Application		
		-Budget Amendments - Program		
		Project Operation		
		Monitoring		
		Evaluation		
		Records		
		Annual Report		
		Payments		
		Conflict of Interest		
		Staff Employment Staff Responsiblities Job Descriptions Advertisement Application Interviews Selection Indian Preference Contractors		

DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF INDIAN EDUCATION PART A, TITLE IV, P.L. 92-318	PART VI - B PROJECT DESIGN COORDINATION	FORM APPROVED PAGE 1 OF 2

1. This form is designed to portray the relationship between the needs assessment, project objectives, and other supplemental services available. This information is required in 45 CFR 186a.21, 186a.22 (a), 186a.25 (a) (6).

In Section I list the needs in priority order. THe information in Sections II and III is to be placed on the same line as the appropriate need stated in Section I. Sections II and III may not be completed for each need if the project does not propose an objective to address a specific need.

Section I NEEDS ASSESSMENT: Column (1) list the results of your needs assessment in priority order; Column (2) specify the number of children demonstrating that need; Column (3) indicate if supplemental services (not basic services of the district) are available to address the need.

Section II PROPOSED PROJECT OBJECTIVES: On the same line as the need which the objective addressess in Column (1) list in a one or two word phrase, the objective; Column (2)specify the projected number of children to be **directly** served by the objective; Column (3) indicate the grade level. If you are proposing **not** to address a particular need, leave the line blank.

Section III OTHER SUPPLEMENTAL SERVICES: On the same line as the need and objective list in Column (1) the funding source for the supplemental program which addresses the same need as the proposed project objective; Column (2) the amount of the grant; Column (3) the grades served; Column (4) the total children served; Column (5) the number of Indian children served.

SECTION I NEEDS ASSESSMENT			SECTION II PROPOSED PROJECT OBJECTIVES			SECTION III SUPPLEMENTAL SERVICES				
Column (1) List Need in Priority Order	(2) No. of Children	(3) Other Services	Column (1) Proposed Project Objectives	(2) No. of Children	(3) Grade Level	Column (1) Funding Source	(2) Amount of Grant	(3) Grades	(4) Total Children Served	(5) Total Indians Served
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								

ED Form 794, 9/80

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2. Describe how the project will be fiscally and administratively coordinated with other projects to meet the special educational and culturally related needs, or both, of Indian children. (45 CFR 186a.25 (a) (10).

3. Describe the policies and procedures that you will follow to ensure that funds made available under the Indian Education Act will be used to supplement and, to the extent practical, increase the level of funds (including other Federal funds) that would, in the absence of funds under the Act, be made available by the applicant for the education of Indian children, and in no case so as to supplant those other funds (45 CFR 186a.25 (a) (9)):

DATE _____ APPLICANT _____

BY _____
This document must be signed by an official legally authorized to bind the applicant.

SUGGESTED FORMAT FOR PROJECT DESIGN

One Page per objective. Page_____

Summary of Need: What identified need(s) provide(s) the basis for this/these objective(s)? (251.22-old 186a.22)

Goal Statement: What is the focus of the objective(s) which is/are designed to meet this/these needs?

Objective	Activities	Timeline	Person(s) Responsible	Evaluation Instrument(s) Documentation
What activity will be performed? When & how often will this activity take place? How many students will participate in this activity? What grade level(s) are the students? What are the proposed criteria (number of percentages) which will be used to evaluate the extent to which this objective was achieved, & by what period of time?	What are the activities that are related to the objectives, which will be used by staff to achieve the objectives? What resources & materials will be used?	What are the beginning & ending dates for implementation of the activities?	Which individual(s) will be responsible for implementation of the activities?	What tools will be used to measure achievement of the activities according to the pre-established criteria? What is the documentation for achievement of the activities?
(251.22 & 25-old 186a.22 & 25) (75.111-old 100a.111)	(251.22-old 186a.22) (75.111 & 114-old 100a.111 & 114)	(251.22-old 186a.22) (75.112-old 100a.112)	(75.111-old 100a.111)	**NOTE:** Completion of the column alone does not meet the evaluation plan requirements of 251.23-old 186a.23, or 75.115-old 100a.111.

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Review appropriate Title IV Regulations

251a.22 **Designing a Project**

(a) Based on needs assessment - **justification.**

(b) Seek to include activities, services, and materials that support and build upon values, heritage and traditions of the community - **PURPOSE**

(c) Project Design shall include - objectives that are -

- sharply defined
- stated in measurable terms; and
- capable of being reached, achieved within the project period

REQUIREMENTS

(2) Activity Plan, including timeline, that clearly and realistically outlines the activities related to each objective.

(3) Plan for effective administration of Project

(4) Plan for regular consultation with and involvement of Parent Committee and the Indian community in the operation of project

(5) Plan for coordination of project with other services and activities

Suggested Format for Project Design One page per objective. Page_____

Summary of Need:

Goal Statement:

Objective	Activities	Timeline	Person(s) Responsible	Evaluation Instrument(s) and Documentation